

Student Education Occupation Plan (SEOP) Goal-Setting Procedures

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Introduction

Setting and Achieving Goals — Overview

Student/learner goals are defined by the student's SEOP. The SEOP is focused and provides an accountability benchmark by which student progress can be measured. Student goals (core outcomes) required by State and National Reporting System (NRS) standards must be attainable and measurable within a respective program/reporting year.

Purpose

The SEOP process, subsequent instruction, and services must be oriented toward assisting the student achieve a goal(s).

The collection of accurate data statewide ensures to legislative and congressional bodies that adult education programs are positively affecting the state's communities by providing a concerted effort to assist adults in becoming literate, obtaining the knowledge and skills necessary for employment and self-sufficiency, and completing a secondary school education.

Local Program Responsibilities

Goal Setting

1. Programs will develop and implement written procedures to orient students to adult education and literacy programs. (See Appendix A – Student Intake Process.)
2. Students, at the beginning of the student's program year and in conjunction with program staff, will develop an individualized Student Education Occupation Plan (using a state-required SEOP form) with goal(s) focusing on instruction and learning through the following process:
 - A. Assist students in identifying their education goal(s).
*NOTE: The number of goals (core outcomes) is determined by the student's interest. **Up to** two core outcome goals **may** be developed and implemented at any one time.*
 - B. Set a realistic timeline for goal attainment.
 - C. Establish target evidence of goal achievement.

3. A student's short-term and/or long-term goal *cannot* be set unless the program can provide instruction and any necessary support services required to assist the student in furthering achievement of his/her specific goal(s).
4. Program instruction is to be oriented to assist the student in achievement of all goals that are identified and agreed upon between the student and the program counseling/mentoring staff.
5. Appropriate short- and/or long-term goals are to be set meeting specific criteria:
 - Within the first twelve contact hours, the student must be assessed and Entering Functioning Level (EFL) determined. Appropriate short-term and/or long-term goal(s) must be identified. As the short-term goal is achieved, the goal(s) should be reviewed and updated to reflect the student's successes and accomplishments. At a minimum, goal(s) are to be re-evaluated annually until the student exits an adult education program.
 - The short-term goal must be realistic and attainable by the end of the school year in which the student is enrolled. The goal(s) set with the student must be verifiable following NRS Collection Times/Reporting Times for Core Follow-Up Outcome Measures.
 - All students should have a minimum of one goal based upon core outcomes requirements. Avoiding or not setting student goal(s) is a disservice to a student.
 - Good instructional practice requires program staff to assist learners to achieve all of their established goals.

NOTE: A student is designated as a "participant" (student with 11 contact hours or less) until he/she has completed a full assessment, established an EFL, completed the goal(s)-setting process and attended 12 hours, at which time his/her student status changes to "enrollee."

Students Attending Concurrent Programs

Parameters pertaining specifically to students who, due to educational needs, choose to attend more than one adult education program at any given time are as follows.

1. The initial program that the student enrolls in is responsible for the development and maintenance of the SEOP.
2. The concurrent program(s) cannot edit the SEOP.

For state funding purposes (applies to districts only):

1. Initial program has the potential to generate the following:
 - Enrollee status
 - Contact hours
 - Level gains
 - Credits
 - GED
 - Diploma

NOTE: For funding purposes, a student must be an enrollee prior to taking the GED or receiving an adult education secondary diploma.

2. Concurrent program has the potential to generate the following:
 - Enrollee status
 - Contact hours
 - Credits

NOTE: Prior to the implementation of Utopia, community-based organizations (CBOs) are to continue reporting enrollees and contact hours for concurrent students in the submission of the annual URAED as previously instructed.

Students Who Transfer to Another Program During the Program Year

If a student chooses to transfer to another program during a program year, the following program parameters apply.

1. The “new” program is responsible to contact the previous program in which the student was enrolled to determine what the student’s first assessment and EFL for the program year.
2. The transfer program is also responsible for the development of the student’s SEOP within the first twelve hours of enrollment based upon the first assessment and the EFL established by the previous program earlier in the program year.

3. The same SEOP goal-setting process is to be used with the transfer student as with a new student. The student's program goal(s) from a previous program do not automatically "roll over" to the transfer program; rather, the student has the opportunity to select a new goal(s).

With all SEOPs, programs are responsible to:

- Develop, enter (into UTopia) and maintain the student's SEOP data including the culmination of goal attainment and outcome information.
- Maintain a student file including the SEOP(s) and supporting documentation (demographics, assessments, signed releases of information and subsequent reports, etc.) in perpetuity for data auditing purposes, as well as for verification from community agencies or the student on an as-needed basis.

Program Responsibilities for Reporting Data

Academic/core outcomes goal(s) (definitions follow) developed/implemented with students must be verified quarterly, following NRS reporting time standards, at the program and state level. Outcomes are reported annually to the Office of Vocational and Adult Education (OVAE) and the Utah State Board of Education and Utah State Legislature as requested.

The four indicator outcomes reported include:

- Entered employment – student is unemployed at entry, and has a goal to obtain employment.
- Retained employment – student enters employment after leaving the program or is employed at the time of entering the program and maintained or improved his/her employment status.
- Attainment of a GED or an adult education secondary school diploma.
- Entered post-secondary education or training program.

Section 231(e) (2) of the Workforce Investment Act (WIA) requires that states assess local programs' performance on the core indicators. Thus, local programs are required, as part of program assurances, to collect the data for all students **who have a goal** of achieving one or more of the above-stated outcomes.

Collecting and reporting of data is as follows:

**Student Population, Collection Times, and Reporting Times for
Core Follow-Up Outcome Measures**

<u>Core Outcome Measures</u>	<u>Student Population to Follow</u>	<u>Time Period to Collect Measures</u>
Entered (Gained) Employment	Students who are unemployed at entry, with employment goal, and exit during the program year	By the end of the first quarter after the student's exit quarter*
Retained Employment and Improved Employment	1. Students at entry who are not employed, with a goal of obtaining employment, and enter employment by the first quarter after the exit quarter 2. Students employed at entry with a goal of retained or improved employment	By the end of the third quarter after exit quarter
Receipt of Adult Education Secondary Diploma or GED Certificate	Students with a goal of obtaining a Utah Adult Education Secondary Diploma or attaining passing scores on the GED tests	July 1–June 30 annually
Placement in Post-Secondary Education or Training	Students with a goal of entering post-secondary education or other training who exit during the program year	July 1–June 30 annually

* The exit quarter is the quarter when instruction ends, the student terminates participation, or the student has not received instruction for 90 days and is not scheduled to receive further instruction. Employment obtained while the student is enrolled can be counted, but **must be reported** during the first quarter **after exiting the program**.

Data is obtained using the following methods.

Data Matching Core Outcomes with Social Security Numbers

- For students who establish the goal of either “entering (gaining) employment” or “retaining or improving employment,” programs will provide students' social security numbers to the Utah State Office of Education (USOE) for data matching purposes with the Department of Workforce Services (DWS) to verify employment with the State wage record database.
- For students who establish the goal of obtaining a GED or entering a post-secondary education or training program, programs will provide students' social security numbers to the USOE for data matching purposes with the state GED testing administration, institution of higher education or training institution databases.

NOTE: With complete implementation of UTopia, all student social security numbers will be obtained by the USOE for data matches. For students who establish a goal of completion of an adult education secondary diploma, providing the USOE with a local program’s original graduation ceremony program will serve as a data match with the entered UTopia data.

Surveying Core Outcomes without Social Security Numbers

The Survey Method is to be used by programs when collecting and reporting performance outcomes on the core indicators (core outcome goals as stated on the student’s SEOP) for **all** students who do not provide a social security number for data matching purposes. Students need to be informed, at the time of enrollment and the development of their SEOP, that **after** exiting the program they will be contacted to complete a short survey verifying progress toward further education and employment outcomes.

- Programs with > 51% of their students reporting social security numbers will not need to survey students to verify core outcomes. The percentage is determined for the time period that the student exits the program not at the time that a follow-up survey is to be completed and reported.
- For **all** students who do not provide their social security numbers, programs are required to conduct surveys to determine goal attainment. Specific documentation of data collection is required by the USOE to assure authenticity.
- Conduction of surveys and the collection of the data for core outcomes of entered employment and retained employment may be done as early as the first month following the exit date of the student.

Reporting Dates/Time for Collecting and Reporting Core Indicator Outcome Data

Entered and retained employment measures correspond to calendar quarters.

Quarterly Reporting for Entered and Retained Employment

Enrollee's <u>Exit</u> Quarter	Collect ENTERED (Gained) Employment <i>BY</i> the END of:	Collect RETAINED or IMPROVED Employment <i>BY</i> the END of:
First Quarter (July 1 – September 30)	Second Quarter After exit quarter	Fourth Quarter After exit quarter
Second Quarter (October 1 – December 31)	Third Quarter After exit quarter	First Quarter Next Program Year After exit quarter
Third Quarter (January 1 – March 31)	Fourth Quarter After exit quarter	Second Quarter Next program year After exit quarter
Fourth Quarter (April 1 – June 30)	First Quarter Next Program Year After exit quarter	Third Quarter Next program year After exit quarter

Survey Process for Collecting Required Core Outcome Data

- ***Remember that core outcome data obtained through the Survey Method can only be obtained during the timeframe outlined above.***
- **Identifying Follow-Up Students.** UTopia will identify students who list any of the four core outcome goals on their SEOP (NOTE: Until UTopia is implemented statewide, programs must be responsible for maintaining a database.) Data should include student demographic and local contact information (updating the student's mailing address and phone number(s) at the time he/she is leaving a program will assist in gathering accurate/complete survey information), the student's employment goal for follow-up and the date the student left the program. At a minimum, the data should be retrievable quarterly.
- **Student Core Outcomes Follow-Up Survey.** It is important that survey questions do not bias or affect the student's response. For non-native English-speakers, programs must translate the survey questions into the most commonly spoken languages. Either a phone or postcard survey is to be used by programs to fulfill the Follow-Up Survey for Core Outcome Data requirement. A sample phone or postcard survey can be found in Appendix C.
- Programs are required to maintain individual enrollee survey data on a Follow-Up Survey Log (Appendix D), which are to be submitted by July 15th annually, along with the Follow-Up Survey Summary (Appendix E) to Adult Education Services validating the completion of enrollee surveys.

Appendix A

Student Intake Enrollment Process (SEOP)

The Intake Enrollment-SEOP process assures the appropriate assessment and placement of a student within a prescribed timeline (i.e., first 12 hours of program contact). At the time a potential student contacts an adult education program the following process is to be followed. A student's SEOP must be reviewed and updated minimum at least one time annually, on the student's "anniversary" date.

A. The student identifies for designated program staff the reason(s) he/she is interested in an adult education program.

1. Program staff collect student demographic information, including:
 - Student's first and last name (note that legal names must be used for data matching purposes).
 - Social security number (if available).
 - Date of birth.
 - Gender.
 - Ethnicity.
 - Address.
 - Phone number.
 - Emergency contact information.
 - Signature for release of information for data matching purposes.
2. The student signs a release of information for previous school records, including grades/transcripts and special education records if applicable. Appendix B.
3. The student signs a release of information for diagnostic evaluations as applicable, including medical, psychiatric, or clinical diagnostic.
4. Student assessment is completed using BEST Literacy and BEST Plus, CASAS or TABE depending upon the student's reason(s) for seeking an adult education program.
5. Counseling/mentoring is provided to the student to determine the most appropriate program focus (ESOL, ABE or AHSC) based upon assessment results.
6. Core outcome goal(s) are defined and agreed upon between the student and the adult education staff member as short- and/or long-term goal(s).
7. Optional outcomes goal(s) may be identified.

8. Labor Focus Status, Student Status, Institutionalized Status, and Literacy Program Status, as appropriate, must also be identified on the SEOP.

B. The student is provided with individualized course information as to when and where course(s) will be taught and who the instructor(s) will be.

C. Student is provided with program “rules” pertinent to program operation.

The SEOP process is repeated annually with each returning or “new” student within the first twelve hours of the program year.

Appendix B

Sample 1

Request of Confidential Information

I, _____ authorize _____
(name of person or program)

to request and receive the information specified below from the following agency or
diagnostician for the purpose of supporting my educational program.

Agency or Diagnostician's Name: _____

Address: _____

City, State and Zip Code: _____

Specific Information Requested: _____

This release of information is only valid from the date of signature to _____
(specify ending date) or until canceled. I understand the information will be kept
confidential and will not be shared with any other agency without my consent. This
release of information form has been read/reviewed with me and I understand its content.

Student Signature: _____

SSN: _____

DOB: _____

Date: _____

Sample 2

Request of Confidential Information

I, _____ authorize _____
(student's name) (program or diagnostician)

to request the following information from the agency/diagnostician listed below.

Agency or Diagnostician's Name and Title: _____

Address: _____

Phone Number: _____

Information Requested:

___ GED Test scores – GED testing center where tests taken: _____

Approximate date of tests: _____

___ Academic testing

___ IEP or adult education SEOP

___ Psychological testing

___ Direct communication

___ Other items as specified: _____

The release of confidential is only valid from the date of my signature to _____
(specify date) or until canceled. I understand the information will be kept confidential
and will not be shared with any other agency or diagnostician without my consent. This
release form has been read/reviewed with me and I understand the content.

Student Signature: _____

DOB: _____

SSN: _____

Date: _____

Sample 3

Release of Confidential Information

I, _____ authorize _____
(name of person or program)

to release the information as specified below, to the following agency or diagnostician.

Specific Information Released: _____

Agency or Diagnostician's Name and Title: _____

Address: _____

City, State and Zip Code: _____

This release of information is only valid from the date of signature to _____
(specify ending date) or until canceled. I understand the information will be kept
confidential and will not be shared with any other agency/diagnostician without my
consent. This release of information form has been read/reviewed with me and I
understand its content.

Student Signature: _____

SSN: _____

DOB: _____

Date: _____

Sample 4

Release of Confidential Information

I _____ authorize _____
(name person or program)

to release the following information to the agency/diagnostician listed below.

Information released:

- ___ TABE testing
- ___ CASAS or BEST testing
- ___ GED Test scores – GED testing center where tests taken: _____
Approximate date of tests: _____
- ___ IEP or adult education SEOP
- ___ Grade transcript
- ___ Antidotal notes
- ___ Direct communication
- ___ Other items as specified: _____

Release to: _____
Name of Agency/Diagnostician: _____

Address: _____

Phone Number: _____

This release of information is only valid from the date of my signature to _____
(specify ending date) or until canceled. I understand the information will be kept
confidential and will not be shared with any other agency/diagnostician without my
consent. The release form has been read/reviewed with me and I understand its content.

(Student Signature)

(Date)

Appendix C

Either by a phone call or through the use of a postcard, students surveyed must be asked the following questions pertinent to their SEOP core outcome goals.

<p style="text-align: center;">UTAH ADULT EDUCATION CORE OUTCOMES FOLLOW-UP SURVEY</p> <p>(Pre-fill the following information)</p> <p>Student Name: _____ Date exited program: _____</p> <p>Student's SEOP goal(s) to be measured: _____</p> <p>Date survey sent: _____</p> <p>(Student completes the following information)</p> <p>I got a job at _____</p> <p>I am still working there: Yes _____ No _____</p> <p>I took and passed the GED: Yes _____ Date passed _____</p> <p>I have received my adult education secondary diploma: Yes _____ Date _____</p> <p>Program issuing diploma: _____</p> <p>I started college on: _____</p> <p style="text-align: center;">(Date)</p> <p>Please mail this in the nearest mailbox.</p> <p>Thank you for your time.</p> <p>(Signature of program staff member)</p>

Returned survey cards are to be maintained in the student's file. This same "form" is be used as a phone survey.

Results from either phone surveys or postcard surveys are to be documented on the above form and maintained in the student's file.

Appendix D

A Follow-Up Survey Log is to be maintained for all students who are surveyed as evidence of compliance for program monitoring.

Follow-Up Survey Log

<u>Student Name</u>	<u>Exit Date</u>	<u>Survey Postcard Mailed or Phone Call Made</u>	<u>Date Postcard Returned</u>	<u>Student "Got a Job" Yes/No</u>	<u>Student "Still Has a Job" Yes/No</u>	<u>Student-Took/Passed the GED Yes/No</u>	<u>Student Received Adult Education Diploma Yes/No</u>	<u>Student Entered Post-Secondary Program or Training Yes/No</u>

Above information completed by: _____

Must be submitted to Adult Education Services by July 15th annually.

Appendix E

Follow-Up Survey Summary

Core Follow-up Outcome Measures (i.e., Enrollee Had an SEOP Goal to...)	Total Number of Enrollees With a Short- or Long-Term Goal to...	Number of Enrollees Who Have <u>EXITED</u> the Program With Core Outcome Measure as a Short- or Long-Term Goal to...	Number of <u>EXITED</u> Enrollees Responding to the Survey	Number of <u>EXITED</u> Enrollees Responding to the Survey Who Achieved Outcome(s)
(A)	(B)	(C)	(D)	(E)
Entered (Gain) Employment				
Retained or Improved Employment				
ONLY Obtained GED; Did Not Continue Education to Complete Secondary Diploma				
Obtained Secondary Diploma				
Entered Post-Secondary Education or Training				

Must be submitted to Adult Education Services by July 15th annually.

NOTE: Both the Follow-Up Survey Log and the Follow-Up Survey Summary are NRS reports only and do not affect state funding.